

No Child Left Behind



- Accountability and
AYP



Accountability

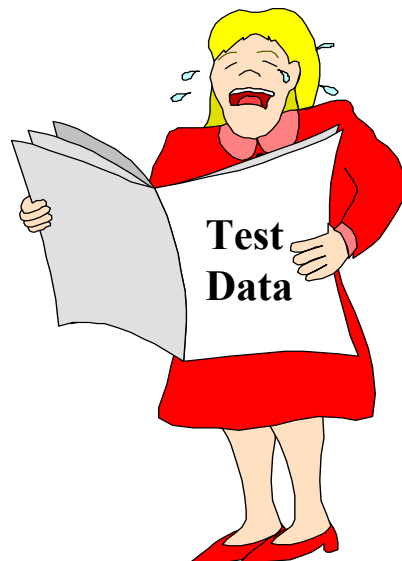
- ★ A single statewide accountability system that will be effective in ensuring that all districts and schools make adequate yearly progress
- ★ Districts and schools not participating under Title I are not subject to the requirements of Sec. 1116 regarding school improvement.

Accountability System

- ★ Based on academic standards and assessments
- ★ Includes achievement of all students
- ★ Includes sanctions and rewards to hold all public schools accountable for student achievement (these may differ from Sec. 1116 sanctions).

Within a Content Area: School & District AYP Combines

- Percent proficient and advanced and 95 percent tested
- Progress over Time





95%

- Includes students with disabilities who take the alternate assessment

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Defining AYP

Goal: All Proficient



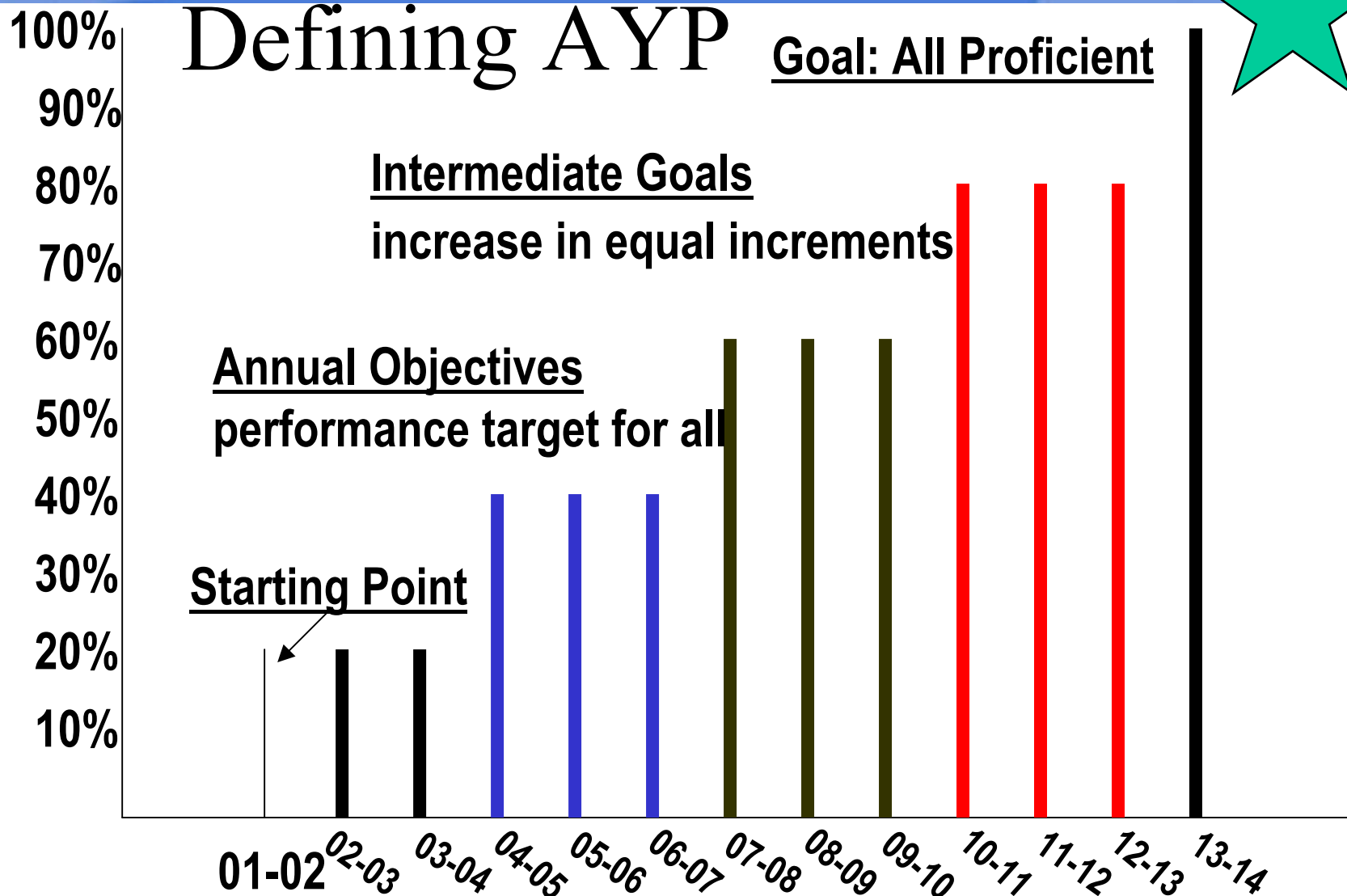
Intermediate Goals

increase in equal increments

Annual Objectives

performance target for all

Starting Point



Defining AYP: The Starting Point

Starting Point Data from 2001-02 assessments

USE THE HIGHER VALUE

Rank all schools by %
Proficient.

Then, count up to reach 20%
of total enrollment

The % of students Proficient
in that school is the
starting point.

% of students Proficient in
lowest achieving group:

- Economically disadvantaged
- Major racial/ethnic groups
- Students with disabilities
- Students with limited English proficiency

Starting Point by Grade Span

- ★ The state may, but is not required to, establish starting points by grade span.

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Adequate Yearly Progress Requires

- Same high standards of academic achievement for all
- Statistically valid and reliable
- Continuous & substantial academic improvement for all students
- Separate measurable annual objectives for achievement
 - All students
 - Racial/ethnic groups
 - Economically disadvantaged students
 - Students with disabilities (IDEA, Sec. 602)
 - Students with limited English proficiency
- Graduation rates for HS & 1 other indicator for other schools



Disaggregation

- ★ Based on sound statistical methodology, a State must determine and justify the minimum number of students sufficient to yield statistically reliable information for reporting assessment results and for identifying schools in need of improvement
- ★ But may not report results that would reveal personally identifiable information about an individual student

Graduation Rate

- NCLB 1111(b)(2)(C)(vi): “defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years”
- Regulation: seeks to clarify whether alternate definitions that accurately measure the graduation rate are permissible.

Other Academic Indicators

- The State may, but is not required to, increase the goals of its other academic indicators over the course of the timeline


How a school or district makes AYP

- 
- ★ Each group of students meets or exceeds statewide annual objective

Exception:

- The number below proficient reduced 10% from prior year, and
- Subgroup made progress on other indicators

And

- 
- ★ For each group, 95% of students enrolled participate in the assessments on which AYP is based

How a State makes AYP



Annual peer review will determine ...

- Whether the state made AYP for each group of students [as defined in 1111(b)(2)].
- Whether the state met its annual measurable achievement objectives for LEP attainment of English proficiency under title III.
- ★ *When?* Starts with the beginning of the third school year of implementing title I part A & title III part A

(Title VI, subpart 4)

Under Title III, States must ...

Define annual measurable achievement objectives for limited English proficient students served...that relate to development and attainment of English proficiency while meeting challenging state academic content and achievement standards as required under title I, sec. 3122

Section 3122 Achievement Objectives

Shall include

- Annual increases in the number/percent making progress in learning English
- Annual increases in the number/percent attaining English proficiency by end of each school year
- Making AYP for limited English proficient students

**If a state does not
make AYP for 2
consecutive years**

The Secretary shall provide technical assistance that is:

- ★ Valid, reliable, and rigorous and
- ★ Constructive feedback to help the State make AYP or meet the annual measurable objectives



School & LEA Improvement Section 1116



School Improvement

**States must determine if
each school and district
(even those that do not receive Title I funds)
make adequate yearly progress.**



Local Annual Review

Each title I LEA must—

- **Review annually the progress of each title I school to determine whether the school is making AYP, using—**
 - **state assessment system; And**
 - **any local assessments or other academic indicators, except that these indicators cannot reduce the number or change the schools that would otherwise be subject to school improvement.**
- **Publish and disseminate results to parents, teachers, schools and the community.**
- **Review the effectiveness of activities to provide parent involvement, professional development, and other title I activities.**


School Improvement Timeline

- ★ Miss AYP
- ★ Miss AYP school improvement yr 1 (choice)
- ★ Miss AYP school improvement yr 2
(supplemental educational services)
- ★ Miss AYP corrective action
- ★ Miss AYP restructure (planning year)
- ★ Miss AYP restructure (implement plan)

School Improvement: Year 1

- Each title I district must identify for school improvement any title I school that fails to make AYP for two consecutive years.
- Identification must take place before the beginning of the school year following the failure to make AYP.
- Within 3 months, an identified school must develop a school plan, in consultation with parents, school staff, district, and outside experts.





The school plan must...

- **Cover a 2-year period**
- **Incorporate strategies based on scientifically based research to address specific areas that caused the failure**
- **Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of raising student achievement to meet the state proficient level**



The school plan must also...

- **Assure that the school will spend not less than 10% of its title I funds on professional development annually**
- **Establish annual measurable objectives for continuous and substantial progress to ensure that each subgroup will meet proficiency within 12 years**
- **Provide effective parent involvement**
- **Incorporate, as appropriate, extended-time activities**
- **Incorporate a teacher-mentoring program.**





The school plan must also...

- Be implemented not later than the beginning of the next full school year following identification for improvement.
- Districts must review the plan, using a peer review process, within 45 days of receiving it and approve it if it meets the statutory requirements.
- Districts must ensure that the school receives technical assistance.
- Districts must provide all students in the school the option to transfer to another public school not identified for improvement.

School Improvement: Year 2

- **If a school fails to make AYP by the end of the first full year after identification, the district must—**
 - **continue to provide technical assistance**
 - **continue to make public school choice available**
 - **make supplemental educational services available**



Limited Exceptions for all improvement actions

- The LEA may delay, for no more than one year implementation of supplemental services if the school makes AYP for one year or if failure is due to exceptional or uncontrollable circumstances, such as—
 - Natural disaster.
 - Precipitous and unforeseen decline in the financial resources of the LEA or school.



Corrective Action

- If a school fails to make AYP by the end of the second full school year after identification, the district must—
 - Continue to make public school choice available
 - Continue to make supplemental services available
 - Continue technical assistance
 - Identify the school for corrective action and take at least one of the following actions:



Possible corrective actions

- Replace school staff relevant to the failure
- Institute and implement a new curriculum
- Significantly decrease management authority in the school
- Appoint outside experts to advise the school
- Extend school year or school day
- Restructure internal organization of the school

Restructuring

- If a school fails to make AYP after one full year of corrective action, the district must—
 - continue to make public school choice available
 - continue to make supplemental services available
 - prepare a plan to restructure the school

Restructuring, continued

- By the beginning of the next school year, the district must implement one of the following alternative governance arrangements, consistent with state law:
 - Reopen school as a public charter school
 - Replace all or most of school staff, including the principal
 - Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school
 - State takeover
 - Any other major restructuring of the school's governance arrangement

Exiting School Improvement

If a school identified for improvement, corrective action, or restructuring makes AYP for two consecutive years, the school is no longer subject to improvement.

Transition for Previously Identified Schools

- **Schools in the first year of school improvement in 2001-02 will be in the first year of school improvement under NCLB in 2002-03 and must provide public school choice.**
- **Schools with two or more consecutive years of school improvement in 2001-02 will be in the second year of school improvement under NCLB in 2002-03 and must provide public school choice and supplemental educational services.**
- **Schools in corrective action in 2001-02 will be in corrective action under NCLB in 2002-03 and must provide public school choice, supplemental educational services, and take one of the mandatory corrective actions.**



SEA Responsibilities

Make technical assistance available, such as through school support teams, to schools identified for school improvement, corrective action and restructuring

Take corrective action as the SEA determines appropriate if a district fails to carry out its responsibilities

Ensure assessment results are provided to a district before the beginning of the next school year and before identification of schools may take place



★ ★ SEA Responsibilities, Cont.

Notify the secretary of major factors that significantly affected student achievement in districts and schools identified for improvement

Identify districts for improvement and corrective action



Annual State Report Card

Will include:

- **Disaggregated student achievement results by performance level**
- **Comparison between annual objectives and actual performance for each student group**
- **Percent of students not tested, disaggregated**
- **2-year trend data by subject, by grade tested**
- **Data on other indicators used to determine AYP**



★★ Annual State Report Card (cont.)

- **Graduation rates**
- **Performance of districts making AYP, including the number and names of schools identified for school improvement**
- **Professional qualifications of teachers, percent with provisional credentials, percent of classes not taught by highly qualified teachers including comparison between high- and low-poverty schools**
- **Optional information provided by State**



And there are rewards

Academic Achievement Awards Program

- For schools that significantly closed the achievement gap between sub groups of students;or
- Exceed their adequate yearly progress, for 2 or more years

1117 (b)(1)



For more information...

The complete text of no child left behind

www.ed.gov/legislation/esea02/

Final regulation - standards and assessment

www.ed.gov/legislation/FedRegister/finrule/2002-3/070502a.html

Proposed regulation – accountability

**[http://www.ed.gov/legislation/
FedRegister/proprule/2002-/080602a.pdf](http://www.ed.gov/legislation/FedRegister/proprule/2002-/080602a.pdf)**

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